DOCUMENT RESUME

ED 417 409 CS 216 230

AUTHOR Bush, Renae M.
TITLE The Effectiveness of Context Clues and Isolated Words Lists in High School English Classes.
PUB DATE 1998-05-00
NOTE 93p.; M.A. Research Project, Kean University.
PUB TYPE Dissertations/Theses (040)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Classroom Research; Classroom Techniques; Comparative Analysis; *Context Clues; *English Instruction; High School Students; High Schools; Language Research; *Learning Strategies; Teaching Methods; *Vocabulary Development; *Word Lists
IDENTIFIERS Teaching Research; *Word Learning

ABSTRACT

A study was conducted to determine which approach for vocabulary development--isolated word lists, context clues, or a combination of both--would yield the best results. One sample of 17 sophomores used isolated word lists. The second sample of 20 freshmen used context clues to determine word meaning. The third sample of 13 sophomores used a combination of the 2 methods. All three groups were given pre- and post-tests to determine their progress. Results indicated no significant difference in the mean gains among the sample thereby supporting the study's hypothesis that there would be no significant difference in teaching vocabulary words to high school students through isolated word lists, context clues, or a combination of both. (Contains 3 tables of data, related research, and 34 references; vocabulary pre- and post-tests, comprising more than half the document are appended.) (Author/CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 417 409

The Effectiveness of Context Clues and Isolated Words Lists in High School English Classes

By

Renae M. Bush

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Bush

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Accepted
5/7/98

In partial fulfillment of the requirements of the Masters of Arts degree
Kean University
May, 1998

CS216230

Abstract

This study was conducted to determine which approach for vocabulary development - isolated word lists, context clues or a combination of both - would yield the best results. One sample of seventeen sophomores used isolated word lists. The second sample of twenty freshmen used context clues to determine word meaning. The third sample of thirteen sophomores used a combination of the two methods. All three groups were given pre and post tests to determine their progress. The results showed no significant difference in the mean gains among the sample.

Acknowledgments

I would like to express my appreciation to Dr. Albert J. Mazurkiewicz. His instruction, guidance, and patience has allowed me to remain confident that I would reach my goal.

I would also like to thank my parents who instilled the values of education in me at a very young age. Without their demands, I would have never made it this far.

Finally, I would like to thank my fiancé Jason. With his support and encouragement, I was able to fulfill my dream and set new ones for my future.

Table of Contents

I.	Abstract	i.
II.	Acknowledgments	ii.
III.	Table of Contents	iii.
IV.	List of Tables	iv.
V.	The Effectiveness of Context Clues and Isolated Word Lists in High School English Classes	
	Introduction	1.
	Hypothesis	4.
	Procedures	4.
	Results	6.
	Conclusion / Implications	7.
VI.	Vocabulary and Comprehension: Related Research	9.
VII.	References	28.
VIII.	Appendices	
	Appendix A	31.
	Appendix B	81.

List of Tables

I. Table 1:
Mean gains between Sample A and B 7.

II. Table 2:
Mean gains between Sample A and C 7.

III. Table 3:
Mean gains between Sample B and C 7.

For many years, researchers have attempted to teach children word meanings with the intent to improve their comprehension. "After all, the number of difficult words in a text is the strongest predictor of the text's overall difficulty and students' scores on vocabulary and comprehension subtests of most standardized tests are usually similar. However, the evidence on whether teaching vocabulary directly improves comprehension is mixed." (Stahl, 1986)

A recent review of fifty-two vocabulary instruction studies indicate that vocabulary instruction generally improves reading comprehension, but not all methods of teaching vocabulary are effective. (Stahl & Fairbanks, in press). One thing that is agreed upon by most researchers is that the "tasks students face in learning words vary tremendously depending on their knowledge of the words and their meanings, and on how thoroughly students need to know the words." (Graves and Prenn, 1986)

Graves (1984) has classified vocabulary words into three distinct groups. The first group is that of learning to read words which are already in students oral vocabularies. For instance, the word *surprise* is a typical word that first graders will have to identify while reading. By the fourth grade, proficient readers will have mastered this task and therefore be able to read all the words in their oral vocabularies. Unfortunately, less proficient fourth grade readers may still have larger oral vocabularies than their reading vocabularies.

The second type of words students will have to face is "learning to read words which are in neither oral nor their reading vocabularies but for which they have an available concept." (Graves, 1984) For instance, *indigenous* may be an unfamiliar word to many high school students, but they may know the concept *native born*. Graves and Prenn (1986) believe that the largest number of words that students learn in both the middle school and the high school fall into this category.

The third and final category that Graves (1984) created is the learning of words for which there is no available concept. Word like *fulcrum* and *mores* will require students to develop new concepts.

Of the three categories, the second is the most important to the proposed research. The category of 'learning to read words for which students have a concept' can be taught using several methods - specifically through context clues and isolated word lists.

Of the two approaches, the least costly in the means of teaching the students is to have them look up the words in the dictionary and write out their definitions and use them in sentences. (Graves and Prenn, 1986) Although this method is often criticized, in a study by Parker (1984), many junior high school students learned word meaning by looking them up in the dictionary. But Graves and Prenn (1986) argue that students can

not fully learn a meaning of a word by simply referring to a dictionary. An example of this approach is the following:

> *Embroiled*: verb 1. to confuse (affairs, etc.); mix up; muddle 2. to draw into a conflict or fight; involve in trouble

The second method, contextual clues, is more time consuming for both teachers and students. (Graves and Prenn, 1986) According to Graves' 1985 article, the unfamiliar word is used three times in a paragraph. The paragraph is followed by a multiple choice question. This procedure teaches "a fuller and more specific meaning, and the chances that the student will remember a word taught in this fashion is excellent." (Graves and Prenn, 1986) One example Grave and Prenn (1986) provided was the following:

> Henry became so *embroiled* in studying for one of his classes that he let his work in all the other classes slide. He spent every day and every night on the one class. *Embroiled* has a more specific meaning than involved. To be *embroiled* in something is to be mixed-up and entangled in it.
>
> *Embroiled* means:
> ___ A. unhappy and rather forgetful
> ___ B. very deeply involved
> ___ C. without any hope

With all the research done in the field of vocabulary instruction, there has been no decisive conclusion as to which strategy - isolated word lists or contextual clues - is most effective. In addition, other researchers believe that the combination of the two approaches would best suit the students needs.

Hypothesis

The purpose of this study is to determine whether there is any significant difference in vocabulary development as a result of the use of context clues, isolated word lists, or a combination of the two strategies at the high school level.

Procedures

For this study, three high school English classes were used. Class A was a Sophomore Honors class consisting of nineteen students: six males and thirteen females. Class B was a Freshman Honors class consisting of twenty-one students: three males and eighteen females. Class C was a regular level Sophomore English class that contained seven males and eight females for a total of fifteen students. All subjects were from the same socioeconomical background and lived in Kenilworth, New Jersey.

All three classes read the same five short stories in the following order: *Why Don't You Look Where You're Going?* by Walter Van Tilburg Clark; *The Woman Who Had No Prejudices* by Anton Chekhov; *Luck* by Mark Twain; *The Open Window* by Saki; and *The Laugher* by Heinrich Boll.

Prior to the introduction and instruction to the short story unit, all three classes were given the same vocabulary pretest. The test (Appendix A) consisted of fifty-eight words found in the five stories. The test format consisted of six parts. The first part contained fifteen single sentences requiring the student to define the unknown word from context. Part two was a

fill-in-the-blank section requiring students to write the correct word in each of the eight sentences. The third part was a true and false section that stated the definitions of the six words. The fourth part was a fourteen question matching selection. Part five required students to define three words, and the last part was a twelve question multiple choice section. Students were given a score on the test, but the words and their meanings were not discussed.

At the start of the first story *Why Don't You Look Where You're Going?*, vocabulary instruction was done prior to reading. Each class was given a different form of vocabulary instruction. Class A was taught using isolated word lists. For homework, students were given the list of unknown words and asked to write their dictionary definitions. In class the following day, students reviewed the word meanings. For homework, Class B was given the words in a series of single sentence contexts. After reading the sentences, the students were asked to determine the words meaning based on the context in which the word was found. Again, review of the vocabulary was done the following day. Class C received a combination of the two instructions. For homework, they were to define the words from the dictionary using the word list given to Class A. The following day in class, they received the same sentences Class B used. As a class, students were asked to determine the word meaning based on the sentence.

All three classes then took a vocabulary quiz based on their knowledge of the new words. Students were given scores and explanations of the quiz.

After reading the short story, the classes began to analyze the work. Plot, character, setting, tone, theme, literary techniques and writing styles were among the many lessons focused on. Class discussions and interpretations were incorporated into each lesson.

After completion of the short story *Why Don't You Look Where You're Going?*, students took a comprehension test based on the story. Among the tests many parts, a vocabulary section was included. The purpose of this section was to show the students ability to recall the word meanings after a week-long exposure. Students then received their scores and explanations of answers to the test.

This format was used for the remaining four short stories. After all five stories had been taught, the classes received the vocabulary posttest, which was identical to the pretest, to determine the students' long-term ability to recall the word meaning. Students scores were again recorded, and this time test were reviewed.

Results

Mean gains of the test scores were compared using t tests to determine the significance of differences if any. The results of this study, as seen in Table 1, indicate that there is less than

Table 1
Mean gains between Sample A and B

Sample	M	SD	t
A	29.71	8.48	1.00
B	32.15	6.33	

a two point difference between the mean gains of the two samples. This difference was not significant.

Table 2 shows the results for Samples A and C. Again, there

Table 2
Mean gains between Sample A and C

Sample	M	SD	t
A	29.71	8.48	.50
C	27.77	12.68	

is also a less than two point difference between the mean gains, and therefore, no significant difference.

As shown in Table 3, there is less than a five point

Table 3
Mean gains between Sample B and C

Sample	M	SD	t
B	32.15	6.33	1.32
C	27.77	12.68	

difference between the mean gains between Sample B and C. This again shows no significant difference.

Conclusions and Implications

The results of this study support the hypothesis that there would be no significant difference in teaching vocabulary words

to high school students through isolated word lists, context clues, or a combination of both methods.

There is no simplistic solution to the instructional dilemmas teachers face as they approach teaching of vocabulary. Herman and Dole's conclusion seem to summarize vocabulary instruction the best. Appropriate instruction most often depends on the to-be-learned words and the given text for which a word is important. Sometimes students can simply be given definitions of words and such knowledge is sufficient for understanding of a given text. Other times students will need a strategy for using context to figure out word meanings in order to maintain comprehension. At still other times, students will need more extensive instruction to learn new words because definitions alone and context alone are not sufficient for a thorough enough understanding of words crucial to comprehending a given text. Therefore, teachers should recognize that although there are difference methods to teach vocabulary, no one method should be solely relied on.

Vocabulary and Comprehension: Related Research

Most teachers assume that vocabulary is an important part of a comprehensive reading program because they believe that students who understand words in a selection will comprehend what they read. "In fact, researchers have demonstrated a strong link between vocabulary knowledge and reading comprehension; that is, most students who do well on vocabulary tests also do well on reading comprehension tests." (Davis, 1968)

Freebody and Anderson (1983) have since elaborated Davis' 1968 conclusion. They believe that there are a number of factors that contribute to the relationship among vocabulary knowledge and reading comprehension, yet the most obvious is that a reader must know most of the words in order to comprehend the text. From this conclusion, teachers can imply that if they want students' comprehension to improve, they should teach them the meanings of the words in the text. Jackson and Dizney (1963) demonstrated the inadequacy of this view by that fact the several approaches to vocabulary instruction - learning definitions, learning antonyms and synonyms, doing workbook pages - have failed to produce improvement in comprehension of passages containing the words covered in instruction.

Stahl and Fairbanks (1986) concluded that "methods that provide definitional information about each to-be-learned word did not produce a reliable effect on comprehension. . . . Also, drill-and-practice methods, which involve multiple repetitions of the same type of information about a target word using

associative processing did not appear to have reliable effects on comprehension." They believe that vocabulary instruction should include more than just definitions on short sentences containing the word. Thus, vocabulary instruction needs to go beyond the superficial act of memorizing definitions or doing worksheets. Students need to develop a thorough understanding of the words in the text. A number of studies have supported this theory. (e.g., Bos, Anderson, Filip & Jaffe, 1985; McKeown, Beck, Omanson & Perfetti, 1983; Vaughn, Castle, Gilbert & Love, 1982) (Herman & Dole, 1988)

How Children Learn Words

How do children learn words in massive numbers and at amazing rates? Researchers are not sure, but Nagy and Herman's 1987 study estimates that average students between grade three and twelve gain around three thousand words each year. Herman and Dole (1988) suspect that vocabulary instruction cannot alone be accountable for this growth. First of all, there is some evidence that teachers do not spend much time teaching vocabulary. Secondly, even if teachers directly taught every new word encountered in a basal, the total number of words learned would be fewer than five hundred words per year. Nagy, Herman and Anderson (1985) documented that many words are learned incidentally through reading. They estimate that "an average reader learns the meaning of eight hundred to twelve hundred words per year through free reading alone."

Classification of Vocabulary

A descriptive article by Herman and Dole (1988) classified vocabulary "approaches into one of three categories:

1. Definitional
   Student learns a phrase or synonym that defines a word.
   Example: Hamal = a porter or bearer.

2. Contextual
   a. Student reads one or more sentences provided by the teacher that specifically illustrate the meaning of a word.
      Example: A hamal, or a strong man hired to carry goods, trudged down the path with many heavy boxes on his back.
   b. While reading, a student learns part or all of the meaning of a word incidentally through using clues in context.

3. Conceptual
   Students learn how the meaning of the word fits with the related words or concepts.
   Example: Student compares and contrasts a hamal, a busboy, and a backpacker."

The traditional method of teaching vocabulary instruction is the definitional approach. There are two advantages to this approach: "a large number of words can be covered, and learning, or at least being exposed to a definition is not very time consuming." (Herman & Dole, 1988) But this approach has several limitations. By looking unknown words up in a dictionary or glossary, there is no guarantee that the students' comprehension will improve. In addition, the effectiveness of the definitional approach depends on how much knowledge the readers already have on the topic. If students already have an underlying understanding of the concept, then the approach is very

effective. On the other hand, if a word represents a more complex concepts and students have little understanding of the concept, like heterodyne, then providing readers with a definitional phrase falls short of the kind of information needed to understand the meaning of the word. In short, Herman and Dole (1988) conclude that the approach is "most effective, then, when students already know the underlying concept or closely related words or concepts. Then a synonym or short phrase alone may encourage students to make meaningful connections. When knowledge of underlying concepts is missing, learning definitions is unlikely to result in anything more than partial knowledge."

The contextual approach, the second category, has two types of context. The first type of context can be labeled "pedagogical or instructional. This context refers to sentences specifically written to introduce the meaning of words. The second type, natural contexts, refers to text sentences written to communicate ideas and not to teach word meaning specifically." (Herman & Dole, 1988) Both types of contextual approaches are based on the assumption that students possess some knowledge that is relevant to the topic or the text.

The instructional context approach is found in many basal reading programs, especially to preteach vocabulary before reading a selection. For this method, sentences are designed so students can learn something about the meaning of the words. Teachers need to carefully construct these sentences since not

all sentences provide sufficient context clues to derive the meaning of a given word. Herman and Dole (1988) believe that this approach alone is unlikely to provide readers with enough information about a word to affect comprehension of a given passage.

Vocabulary instruction should include teaching students the process of deriving information about a words meaning in its natural context. Teachers need to demonstrate the process of gaining meaning from context clues. This teaches students how the complex process works in the task of constructing meaning. There are some limitations to this method also. Not all contexts lead readers to the full meaning of words. In addition, some contexts are "misdirective" - meaning students infer the wrong meaning of the word. Finally, it is unlikely that students will gain full understanding of words after only a few exposures to the word. Herman and Dole (1988) conclude that this "approach can play an important part in a comprehensive reading program because it has the potential of helping students become better independent word learners - a valuable strategy considering the large number of words involved."

When students do not know the underlying concepts related to words, the definitional and contextual approaches are inadequate. The conceptual approach can be used. The goal of the conceptual approach to vocabulary instruction is to develop extensive knowledge of a word, which leads to a thorough understanding of

the word - how the word is similar to and different from related concepts and how the word is used in a variety of situations." (Herman & Dole, 1988) The key to this approach is to have students understand the concept at a person level and then understand its relationship to other concepts. Such a method is very beneficial, yet is does have its faults. For instance, this type of instruction calls for lengthy teacher planning time which most teachers do not have. In addition, basals - even newer ones- do not incorporate lessons of this nature into their programs. Finally, the instructional time for such a lesson is very time consuming. "Teachers may need to spend thirty minutes a day teaching vocabulary in order to provide students with opportunities to develop deep understanding of words." (Graves & Prenn, 1986)

In addition to Herman and Dole's research, Steven Stahl has come up with three principals of effective vocabulary instruction. Stahl's first principle is to give students both context and definitions. Definitional information can be provided through the use of synonyms, antonyms, prefixes, suffixes, roots, and classifications. On the other hand, contextual information "is derived from exposure to a word in context, usually a sentence." (Stahl, 1986)

Another important principle is the number of times the student is exposed to the word. Stahl states that "providing the student with multiple repetitions of the same information about

each word's meaning, and providing the student with multiple exposures to the word in different contexts and settings appear to have similar effects and both significantly improve comprehension." (1986)

Finally, students need to process the information learned. There are three levels of processing vocabulary: association, comprehension, and generation. (Stahl, 1986) The association process simply allows a student to make a connection between the word and its synonym, or a word and its context. The comprehension process is the application of the association to show understanding of the word. This could be done by either locating an antonym, or filling in a blank in a sentence. The third step in the processing of vocabulary is the generating process. At this level, students need to produce a new product using the information they have learned. This could be done by restating a definition in their own words, or by making up a clear sentence that demonstrates the words meaning. (Stahl, 1986)

After Stahl completed his research, he concluded that the strongest effects on comprehension were found when "there was a balanced emphasis between definitional and contextual information, or when the balance was tipped toward contextual information." (1986) In other words, if only a definition is given without examples of the word in context, or when the word is used in context without a definition, the effects on comprehension are nonsignificant. (Stahl, 1986)

Since words in isolation rarely require more than comprehension level processing and rarely provide examples when words are used in context, it can be inferred from Stahl's 1986 article that this method of vocabulary instruction does not improve student's comprehension.

Vocabulary Instruction in the Classroom

Building vocabulary is a important component to any reading program - it is a crucial part of comprehension. Because there is no systematic program for vocabulary development, it has been placed in a secondary position. (O'Rourke, 1974) In addition, the task of defining a list of unknown, unrelated terms and then memorizing them for a test only to be forgotten shortly thereafter has not helped. So how should teachers incorporate vocabulary study into the classroom?

Vocabulary instruction is given little classroom instruction. Durken's (1978) analysis of comprehension instruction found that less then five percent of observed instruction is directed to vocabulary development. In a another study, Rosen and Juel (1982) had similar findings.

Camille L.Z. Blachowicz (1987) observed six fourth grade reading classes. She was looking for answers to several questions, most importantly: (1) was vocabulary instruction a priority? (2) what kinds of instruction took place? She found that about fifteen percent of instructional time was devoted to vocabulary, most of which took place prior to reading. (1987)

Just about half - forty-five percent - of the time was spent on determining the meaning of words in context. "Though this emphasis on context clues might seem promising, given current theoretical and research emphasis on the importance of context vocabulary development, a limited notion of context was developed, as the words were usually looked at in a single sentence unrelated to the upcoming selection." (Blachowicz, 1987)

Other finding indicated that twenty-eight percent of the instruction time was spent "examining words as discrete items either pronouncing them or dealing with definitions and synonyms." (Blachowicz, 1987) She also found that discussion on the word structures were absent, even though many of the lessons lent itself easily to its adaptation.

Therefore, Blachowicz (1987) concluded from her observations that "the major vocabulary goal in the observed fourth grade classrooms was to develop discrete word meanings rather than develop vocabulary related to the conceptual framework of the selection."

Strategies for Vocabulary Instruction

Most elementary reading textbooks suggest various strategies for the teaching of vocabulary. Of these strategies, the study of affixes and roots, synonyms, antonyms and homophones, the study of multiple meanings, dictionary usage, context clues and class discussion are the most common. Graves and Holmes (1938)

concluded that directed vocabulary instruction is beneficial, yet the effectiveness of many of these strategies has been ignored.

In a 1980 study, Joan Gipe attempted to determine what methods of directed vocabulary instruction are the most effective. She used four different methods. The first method was the association methods which is the pairing up of an unknown word with a familiar synonym. The second method, the category method, requires students to place a list of vocabulary words into categories. In the context method, unknown words are placed into several meaningful sentences. Students are to define the words based on the semantic and syntactic surroundings. The last method was the dictionary method which requires students to refer to a dictionary and copy the unfamiliar words definition.

Using ninety-three third graders and seventy-eight fifth graders, all four methods were used and rotated over a period of eight weeks. The results found that the context method "was significantly more effective ($p < .001$) than the other three." (Gipe, 1980) In fact, both good and poor readers alike showed a significantly better result when the four methods were analyzed. After further analysis, it was revealed that the association and category methods were significantly better ($p < .05$) than the dictionary method for third graders. For the fifth graders, the association method was better than the category and definition methods." (Gipe, 1980) Gipe's findings support the idea that

context clues effectively introduce new vocabulary and should be implemented in the classroom.

Context Clues vs. Definitions

Though the concept of context is central to any discussion on learning words from context, it has not been clearly defined. Some researchers (e.g., van Daalen-Kapteijns & Elshout-Mohr, 1981; McKeown, 1985) believe that learning from context have often circumvented the problem by presenting the subjects with several isolated sentences that involved the same target word. Still, other researchers (e.g., Ames, 1966; Deighton, 1959; Sternberg, 1987) have attempted to classify what kinds of information contexts can provide, or what syntactic cues there are that signal the presence of contextual information. It is known from research on text comprehension that readers use their world knowledge in constructing coherent representations of text. (Bower & Morrow, 1990) But learning words through context takes time, and can often be misleading. Research by Miller and Gildea (1985) suggest that definitions lack the information that a text provides Consequently, one would expect that students should learn words best from text and definitions (Fischer, 1994) Stahl and Fairbanks analyzed fifty-two studies of vocabulary instruction and found that only mixed method approaches combined the teaching of synonyms and definitions, as well as specific examples of usage that help students comprehend texts.

A number of years ago, Ken Goodman (1976) called reading "a psycholinguistic guessing game." He described reading as a process where the reader is "guided by expectations that are either confirmed or denied in search of meaning, rather than a precise process of letter and word identification." (Duffelmeyer, 1984) Accordingly, word isolation would be on type of instruction that should not be used. Goodman (1965) explained that when words are "divorced from 'the flow of language,' the reader is deprived of semantic and syntactic cues" which aid in word identification. This is so potent that Gray (1960) has concluded that "context clues are perhaps the most important single aid to word perception."

Gray's conclusion was backed by Goodman's 1965 study which involved one hundred students in grades one, two and three. Goodman asked the students to read a word list followed by a story that contained the same words. Goodman's hypothesis was that students would be able to read many words in the stories that they could not read from the list. This proved to be the case. "For example, 89% of the first grade students correctly identified in the stories at least half of the words they were unable to identify in list form." (Duffelmeyer, 1984) Goodman's explanation for his finding was that "in list form students had only within-word cues, while in story form they had additional cues in the form of semantic and syntactic environment in which the words were embedded." (Duffelmeyer, 1984)

Yet when Nicholson, Lillias and Rzoska attempted to replicate Goodman's 1965 study, they concluded that learning to read involves learning how to decode, or decipher, which is a very different interpretation from that made by Goodman. (1988) Their study showed that many of their children did read words in context which they could not read from lists. This finding supported Goodman's theory. But their "results did not apply to the good eight year old readers. . . This difference showed up only by analyzing the results for good and poor readers separately, whereas Goodman had averaged all the 1965 results together." (Nicholson, Lillias & Rzoska, 1988)

Robert Crist and Joseph Petrone conducted an experimental study to determine the relative effects of two methods of vocabulary instruction. Using seventy undergraduate students, Crist and Petrone divide the subjects into two groups of thirty-five. The first group or "context" group was shown fifteen unfamiliar words in a total of seventy-five contexts. The contexts were written on a card leaving a blank space for the unknown word. The unfamiliar word was written on the back of the card. The second group, the "definition" group, was shown the same fifteen words on cards. On the reverse side was the definition. They were exposed to each word five times.

After the subject was finished reviewing the packet of cards, they were given two tests. The first test was fifteen new contexts each containing a blank where the subjects had to write

in the correct word. On the second test, the subjects were given a piece of paper with the fifteen definitions. They had to write the word for each definition - spelling was not a factor when evaluating this test.

The results of this study found that on the "context posttest the context group mean of 4.9 was found to be significantly larger then the definition group mean of 2.7, $t(68) = 3.28$, $p < .01$." (Crist & Petrone, 1977) The results of their study clearly showed that the subjects who studied contexts did better on the context posttest than the group that saw only the definitions. Therefore, it can be concluded that a greater understanding of an unfamiliar word's conceptual meaning might be obtained by studying contexts rather than definitions.

In 1981, Robert Crist replicated his 1977 study done with Petrone because he believed that in his first study did not have enough exposure to the target words. In this version of his study, he used two subjects: a twenty-four year old girl called "Jane" and a twenty year old male called "Tom." Prior to starting the study, both subjects were told they had to meet with the experimenter for approximately twenty minutes for ten days. Using the same criteria as the Crist and Petrone group study, sixty words were chosen. The words were randomly divided into ten sets of six words. The ABA pattern was used for this experiment and was the same for both subjects.

"During both A condition treatments consisted of twenty-four contexts. During the B condition subjects saw each definition four times." (Crist, 1981) After the twenty-four contexts or four repetitions of definitions, the subjects were given a context test based on the six unknown words.

At the start of the A condition, the subject was told that he was going to learn the meaning of the six words written on a sheet of paper. The subject had to read a series of sentences with one of the six words replaced by asterisks. He then had to inform the experimenter of his choice by saying the number that corresponded with the word. If the subject was correct, the experimenter said "right," if the subject was incorrect, the experimenter said "wrong" and the subject had to locate the correct answer until the experimenter said "right." After the initial twenty-four contexts were completed, the subject was given a context test consisting of the six words. The concept behind this test was similar the first twenty-four, but the only difference was that the experimenter did not give immediate feedback. He only told the subject the number correct after the test. This method was used with sets 1, 2, 3, 9, and 10.

For the B condition done with sets 4, 5, 6, 7, and 8, the subject saw the definition of the words on a 3 X 5 card. The subject read the definition and selected the word from the list of six. The experimenter would say "right" or "wrong" depending on the response. Afterward, a similar context test was given as

done with the A condition. Twenty-four hours after the sixty words were completed, the subject took a sixty item definition test.

"During the first A condition (sets 1, 2, and 3) Tom answered all six correctly. When the B condition was introduced involving repeated exposures of definitions (sets 4, 5, 6, 7, and 8), the correct responses dropped to a mean of 3.8. On the return to the baseline (sets 9 and 10), Tom's score increased and he again answered all six final contexts correctly. A similar pattern was obtained for Jane, although her scores on the last six contexts tended to be lower than Tom's. During the ABA conditions, Jane's means were 4.7, 3.4, and 5.0 respectively." (Crist, 1981) Therefore, Crist's replication study had similar findings that supported his 1971 group study since the study supported the fact that contexts were the more effective mode of instruction.

In 1994, Fischer conducted an experimental study that was designed to describe and contrast how students learn words from definitions, from text, or from both sources of information. The experiment dealt with ninety-four eleventh grade German high school students. All of the students were native speakers of German and had seven years of formal instruction of English. Of the ninety-four students, seven were discarded because they failed to comply with the instructions. The remaining eighty-seven students were broken up into four groups:

twenty-four received dictionary entries of unfamiliar words; twenty-two received a narration which contained the unfamiliar words; twenty-one received both the dictionary entries and the text; and twenty received no information about the target words.

The four groups participated in test sessions which lasted two hours and consisted of three parts: word explanation, word acquisition, and word explanation. The word explanation test was given twice: once as a pretest and once as a posttest. Students were given a list of target words and they had to state what each word meant. They were allowed to answer in English or German. The pretest showed which target words the subjects already knew. The posttest indicated how well they learned the words from the acquisition phase.

The acquisition phase involved three experimental groups and one control group. One experimental group received a booklet with dictionary entries; one group read a story; a third group was given both sets of materials. The control group received a version of the story with the target words removed. They were instructed to summarize the story in either English or German. The purpose of this group was to show whether the subjects were able to understand the main points of the text.

The results of the pretest indicated that most of the students were unfamiliar with the target words. The results from the control group showed that the average student reported eleven

of the fourteen facts indicating that the students had a good understanding of the story.

In the analysis of the number of good usages per subject in the groups, no significant difference was found, $F(2, 63) = .79$ n.s. Therefore, it did not matter which method the students received, they still used words similarly.

Fischer (1994) also found that students in the "dictionary and mixed groups gave on average, 5.13 and 4.76 correct translations respectively. The mean number of correct translations for the text group was 3.55. According to a Newman-Keuls test, the dictionary group performed significantly better than the text group ($p < .05$)." Students in the mixed group who received both the dictionary entries and the text did not learn more about the target words than those who had been given either the dictionary entries or the text. The availability of both sources of information did not have an effect on the students' comprehension of unfamiliar words or the accuracy with which they used them. In short, students were more likely to use the words correctly when they understood the meaning.

Conclusions

There is no simplistic solution that exists to the instructional dilemmas teachers face as they approach the teaching of vocabulary. Appropriate instruction most often depends on the to-be-learned words and the given text for which a

word is important. "Sometimes students can simply be given definitions of words and such knowledge is sufficient for understanding words and for enhancing comprehension of a given text. Other times students will need a strategy for using context to figure out word meanings in order to maintain comprehension. At still other times, students will need more extensive instruction to learn new words because definitions alone and context alone are not sufficient for a thorough enough understanding of words crucial to comprehending a given text." (Herman & Dole, 1988) Therefore, more research in the field of vocabulary instruction and comprehension is needed before a sound solution to this dilemma can be reached.

References

Ames, W.S. (1966) The Development of a Classification Scheme of Contextual Aids. Reading Research Quarterly, 2, 57 - 82.

Blachowicz, Camille L.Z. (1987) Vocabulary Instruction: What Goes on in the Classroom? The Reading Teacher, 41, 132 - 137.

Bos, C., Anders, P., Filip, D., & Jaffe, L. (1985) Semantic feature analysis and long-term learning. In J. Niles & R. Lilik (Eds.), *Issues in Literacy: A Research Perspective*. Rochester: National Reading Conference.

Bower, G. H. & Morrow, D. G. (1990) Mental Models in Narrative Comprehension. Science, 247, 44 - 48.

Crist, Robert L. & Petrone, Joseph M. (1977) Learning Concepts From Context and Definitions. Journal of Reading Behavior, 9, 301 - 303.

Crist, Robert L. (1981) Learning Concepts From Contexts and Definitions: A Single Subject Replication. Journal of Reading Behavior, 13. 272 - 277.

van Daalen-Kapteijns, M.M., & Elshout-Mohr, M. (1981) The Acquisition of Word Meanings as a Cognitive Learning Process. Journal of Verbal Learning and Verbal Behavior, 20, 386 - 399.

Davis, F. (1968) Research in Comprehension in Reading. Reading Research Quarterly, 3, 499 - 545.

Deighton, L. (1959) Vocabulary Development in the Classroom. New York: Teacher College, Columbia University, Bureau of Publications.

Duffelmeyer, Fredrick A. (1984) The Effects of Context on Ascertaining Word Recognition. Reading World, 24, 103 - 107.

Durkin, Dolores. (1978-79) What Classrooms Reveal About Reading Comprehension Instruction. Reading Research Quarterly, 14, 481 - 533.

Fischer, Ute. (1994) Learning Words From Context and Dictionaries: An Experimental Comparison. Applied Psycholinguistics, 15, 551 - 574.

Freebody, P., & Anderson, R. (1983) Effects on Text Comprehension of Differing Proportions and Locations of Difficult Vocabulary. Journal of Reading Behavior, 15, 19 - 39.

Gipe, Joan P. (1980) Use of a Relevant Context Helps Kids Learn New Word Meanings. The Reading Teacher, 33, 398 - 402.

Goodman, Kenneth S. (1965) A Linguistic Study of Cues and Miscues on Reading. Elementary English, 42, 639 - 643.

Goodman, Kenneth S. (1976) Reading: A Psycholinguistic Guessing Game. In Singer and Ruddell (Eds.) Theoretical Models and Processes of Reading, 2nd edition, 497 - 508.

Graves, Michael F. & Prenn, Maureen C.(1986). Costs and Benefits of Various Methods of Teaching Vocabulary. Journal of Reading, 29, 596 - 602.

Graves, Michael F. (1984). Selecting Vocabulary to Teach in the Intermediate and Secondary Grades. Promoting Reading Comprehension.

Graves, Michael F. (1985). A Word Is a Word ... Or Is It? Scholastic.

Gray, William S. & Holmes, Eleanor. (1938) The Development of Meaning Vocabularies in Reading. Chicago: University of Chicago.

Gray, Williams S. (1960) On Their Own In Reading. Chicago: Scott, Foresman and Company.

Herman, Patricia, & Dole, Janice. (1988) Theory and Practice in Vocabulary Learning and Instruction. Elementary School Journal, 89, 43 - 54.

McKeown, M., Beck L., Omanson, R., & Perfetti, C. (1983) The Effects of Long-term Vocabulary Instruction on Reading Comprehension: A Replication. Journal of Reading Behavior, 15, 3 - 19.

McKeown, M.G. (1985) The Acquisition of Word Meanings From Context By Children of High and Low Ability. Reading Research Quarterly, 20, 482 - 496.

Miller, G.A., & Gildea, P.M. (1985) How to Misread a Dictionary. *AILA Bulletin*, Pisa, 13 - 26.

Nagy, W., Herman, P., & Anderson, R. (1985) Learning Word Meanings From Context: How Broadly Generalizable? Champaign-Urbana: University of Illinois, Center for the Study of Reading.

Parker, Stephen L. (1984).A Comparison of Four Types of Initial Vocabulary Instructions. Master's Thesis, University of Minnesota, Minneapolis.

Nicholson, Tom, Lillias, Christine, & Rzoska, M. Anne. (1988) Have We Been Misled By Miscues? The Reading Teacher, 42, 6 - 10.

Roser, Nancy & Juel, Connie. (1982) Effects of Vocabulary Instruction on Reading Comprehension. In *New Inquires into Reading Research*. Thirty First Yearbook of the National Reading Conference, edited by Jerry Niles and Larry Harris. Albany: National Reading Conference.

Ryder, Randall James. (1986) Teaching Vocabulary Through External Context Clues. Journal of Reading, 30, 61 - 65.

Stahl, Steven A. (1985). To Teach A Word Well - A Framework for Vocabulary Instruction. Reading World, 15, 16 - 27.

Stahl, Steven A. (1986). Three Principles of Effective Vocabulary Instruction. Journal of Reading, 29, 662 - 668.

Stahl, Steven A., & Fairbanks, Marilyn M. (1986) The Effects of Vocabulary Instruction: A Model Based Meta-Analysis. Review of Educational Research, 56, 72 - 110.

Sternberg, R.J. (1987) Most Vocabulary is Learned From Context. In M.G. McKeown & M.E. Curtis (Eds.) *The Nature of Vocabulary Acquisition*, Hillsdale, NJ: Erlbaum.

Appendix A

Name _____ English _____
Date _____ Period _____

Vocabulary Pretest

Part I. *Read the sentence carefully. Then write a definition for the underlined word.*

1. The athlete bent and stretched until his muscles relaxed and a feeling of **limberness** returned.
   limberness means: _____

2. A well-trained dog is **subservient** to its owner and always obeys commands.
   subservient means: _____

3. The worried father stopped pacing for a moment, looked out the window, and then continued his **circumambulation.**
   circumambulation means: _____

4. "Extra! Extra! Extra!" the newspaper vendor was **intoning.**
   intoning means: _____

5. After spending many hours in the library, the lawyer finally located a **citation** she felt would help her case.
   citation means: _____

6. **Crescendos** can add drama and variety to a simple melody.
   crescendos means: _____

7. The cat, **beleaguered** by the child, became frightened, ran off, and hid.
   beleaguered means: _____

8. Because his fingers were stiff, he could not **manipulate** the dials easily.
   manipulate means: _____

9. The battle had taken on the **aspect** of a confused retreat.
   aspect means: _____

10. The **clairvoyant** consulted the tea leaves before making a prediction.
    clairvoyant means: _____

11. Because he had been given **erroneous** information, his calculations were wrong.
    erroneous means: _____

12. Absorbed with the problem, she was **insensible** of the time.
    insensible means: _____

Page 1 **Deduct _____ Points**

13. By seven o'clock it was **signally** apparent to all that the guest of honor was not coming.
signally means: _____

14. The mere presence of the police **quelled** the riot before serious damage was done.
quelled means: _____

15. Webster tried **abortively** to solve the problem three times before giving up in disgust.
abortively means: _____

Part II. *Fill in the blanks with the following words.*

agile	**fawned**	**inscribe**	**intricate**
monogram	**nimble**	**peaked**	**thickset**

1. The movie's plot was so _____ that I had a great deal of trouble following it.

2. Because Ron is allergic to too much sun, he sometimes looks _____ after spending a lot of time outside.

3. Many wrestlers have substantial, _____ bodies.

4. I know that his initials are MB because I saw him wearing a shirt with a _____.

5. A stonecutter will _____ all of this information on the base of the memorial.

6. Sprinters must be very _____ athletes and must train constantly to remain quick on their feet.

7. Only a very _____ shortstop can make that kind of play all the time.

8. Katherine loves dogs, and she _____ over my golden retriever when I brought him over to visit.

Part III. *Write T for a true definition and write F for a false definition.*

_____ 1. **Endeavor** means to try.

_____ 2. **Discounting** means breaking up.

_____ 3. **Migrate** means to move from one country or area to another.

_____ 4. **Delusion** is a belief in something untrue or unreal.

_____ 5. **Infirmities** means strength.

_____ 6. **Imminent** means threatening.

Part IV. *Match the word on the left with its definition on the right.*

_____ 1. **Illustrious**	A. Person who seems like a God
_____ 2. **Compassion**	B. Astonishing
_____ 3. **Zenith**	C. Enthusiastic applause
_____ 4. **Repose**	D. Without slyness
_____ 5. **Veracity**	E. Very great
_____ 6. **Reel**	F. Famous
_____ 7. **Veritably**	G. Sorrow for
_____ 8. **Stupefying**	H. Truly
_____ 9. **Demigod**	I. High point
_____ 10. **Prodigious**	J. Shock that leads to confusion
_____ 11. **Consternation**	K. Honesty
_____ 12. **Guileless**	L. Rest
_____ 13. **Ovation**	M. Stagger
_____ 14. **Sublimity**	N. Majesty

Part V. *Define the following words.*

1. **Hovered:** _____
2. **Pinafores:** _____
3. **Clambered:** _____

Part VI. *Circle the best definition for the following words.*

1. **Constrained means:**
   a. pleased b. proud
   c. forced d. unable

2. **Avowal means:**
   a. admission b. episode
   c. letter that is not a consonant d. inspection

Deduct _____ Points

3. **Impassive** means:

a. showing anger
b. showing no fear
c. pleasantly sunny
d. humorous

4. **Taciturn** means:

a. talkative
b. strong
c. unpleasant
d. silent

5. **Elocution** means:

a. electrical wiring
b. additional
c. public speaking
d. etiquette

6. **Mime** means:

a. art of acting without words
b. art of face painting
b. theater art
d. story-telling art

7. **Designation** means:

a. design
b. promise
c. name
d. costume

8. **Meager** means:

a. low-quality
b. very outstanding
c. not enthusiastic
d. never-before-matched

9. **Discreet** means:

a. secretive
b. showing much humor
c. showing good judgment
d. mousy

10. **Infectious** means:

a. uncompromising
b. contained within itself
c. impossible
d. easily spreading to others

11. **Mortar** means:

a. cementlike mixture
b. hairline cracks
c. broken bits
d. metal protectors

12. **Frayed** means:

a. frightfully ugly
b. long flight of
c. poured concrete
d. weakened

Why Don't You Look Where You're Going?

Walter Van Tilburg Clark

Vocabulary List

Directions: Define the following words using the dictionary. Be sure to use the correct part of speech.

abortively (ADV)
aspect (N)
beleaguered (V)
circumambulation (N)
citation (N)
clairvoyant (N)
crescendos (N)
erroneous (ADJ)
insensible (ADJ)
intoning (V)
limberness (N)
manipulate (V)
quell (V)
signally (ADV)
subservient (ADJ)

Vocabulary Quiz:

Name _____ 36

Why Don't You Look Where You're Going?
Walter Van Tilburg Clark

PREREADING VOCABULARY

Use the context clues in each sentence in Column A to determine the meaning of the underlined word. Then find the correct definition of that word in Column B, and write the word on the line to complete the definition sentence.

COLUMN A

a. The athlete bent and stretched until his muscles relaxed and a feeling of <u>limberness</u> returned.

b. A well-trained dog is <u>subservient</u> to its owner and always obeys commands.

c. The worried father stopped pacing for a moment, looked out the window, and then continued his <u>circumambulation</u>.

d. "Extra! Extra! Extra!" the newspaper vendor was <u>intoning</u>.

e. After spending many hours in the library, the lawyer finally located a <u>citation</u> she felt would help her case.

f. <u>Crescendos</u> can add drama and variety to a simple melody.

g. The cat, <u>beleaguered</u> by the child, became frightened, ran off, and hid.

h. Because his fingers were stiff, he could not <u>manipulate</u> the dials easily.

i. The battle had taken on the <u>aspect</u> of a confused retreat.

j. The <u>clairvoyant</u> consulted the tea leaves before making a prediction.

k. Because he had been given <u>erroneous</u> information, his calculations were wrong.

l. Absorbed with the problem, she was <u>insensible</u> of the time.

m. By seven o'clock it was <u>signally</u> apparent to all that the guest of honor was not coming.

n. The mere presence of the police <u>quelled</u> the riot before serious damage was done.

o. Webster tried <u>abortively</u> to solve the problem three times before giving up in disgust.

COLUMN B

1. _____ means "obedient."
2. _____ means "not aware."
3. _____ means "unsuccessfully."
4. _____ means "ability to bend easily."
5. _____ means "one who sees things that cannot be detected by the senses."
6. _____ means "the act of walking around in a circle."
7. _____ means "noticeably."
8. _____ means "saying in a singsong way."
9. _____ means "put a stop to."
10. _____ means "a reference to a law."
11. _____ means "increases in sound."
12. _____ means "wrong; incorrect."
13. _____ means "to operate with the fingers."
14. _____ means "appearance."
15. _____ means "annoyed; tormented."

BEST COPY AVAILABLE

Name _____ Class _____
Date _____ Period _____

Why Don't You Look Where You're Going?

Vocabulary Quiz

Part I. *Match each word in column A with its definition in column B. Write the corresponding letter on the line provided. Not all the definitions are used. (5 points each)*

_____ 1. limberness	A. reference to a law
_____ 2. subservient	B. bend easily
_____ 3. circumambulation	C. increase in sound
_____ 4. intoning	D. obedient
_____ 5. citations	E. not aware
	F. recite in song like fashion
	G. walk in a circle

Part II. *Fill in the blank with the correct word. Not all words are used. (5 points each)*

quelled	subservient	crescendos	beleaguered
aspect	manipulate	erroneous	clairvoyant

1. The battle had taken on the _____ of a confused retreat.
2. _____ can add drama and variety to a simple melody.
3. Because his fingers were stiff, he could not _____ the dials easily.
4. The cat, _____ by the child, became frightened, ran off, and hid.
5. The _____ consulted the tea leaves before making a prediction.

Part III. *Define the following terms. (5 points each)*

1. erroneous: _____
2. insensible: _____

BEST COPY AVAILABLE

3. signally: _____

4. quelled: _____

5. abortively: _____

Part IV. *Write a sentence using each of the following vocabulary words. Make sure they are complete sentences that show full understanding of the word. (5 points each)*

1. intoning: _____

_____

2. aspect: _____

_____

3. quelled: _____

_____

4. limberness: _____

_____

5. abortively: _____

_____

BEST COPY AVAILABLE

Name _____ Class _____
Date _____ Period _____

Why Don't You Look Where You're Going?

Unit Test

Part I. Comprehension. *Select the letter of the answer that best completes each numbered item.*

1. The story is set on a large
   a. ocean liner sailing near the Maine coast on a bright summer morning
   b. ocean liner sailing eastward three days from land on a stormy autumn afternoon
   c. ocean liner sailing eastward three days from land on a bright summer afternoon
   d. sailboat cruising near the South American coast on a bright summer morning

2. Which statement about the ocean liner is true as the liner is described in the story's opening?
   a. The passengers are disquieted by the ship's size and speed.
   b. The ship is moving slowly and laboriously.
   c. The ship seems to take care of itself.
   d. The ship seems dwarfed by the ocean.

3. Before the object in the distance is identified, the passengers
   a. are annoyed that it has interrupted their afternoon activities
   b. compete with one another to identify it
   c. argue about reporting it to the captain
   d. mostly ignore it

4. By their reactions to the unidentified object, the passengers reveal their
   a. comradeship
   b. need to feel important
   c. sense of helplessness
   d. deep hostility to one another

5. The passengers view the maneuverings of the sailor with
   a. fascination and then relief
   b. terror
   c. amused superiority
   d. boredom

BEST COPY AVAILABLE

Deduct Points ____

6. The rising action of the story is the
   a. sailor's maneuvering of his boat to avoid capsizing
   b. debate over the unidentified object
   c. sailor's statement, "Why don't you look where you're going?"
   d. first sighting of the distant object

7. Which type of conflict is the most important in this story?
   a. internal conflict
   b. person against fate
   c. person against person
   d. person against nature

8. How do the passengers react to the sailor's retort, "Why don't you look where you're going?"
   a. They think that it is charming.
   b. They are affronted by the man's arrogance.
   c. They never figure out what he is saying.
   d. They think that it is foolish.

9. The greatest difference between the sailor and the passengers is that he
   a. is at home on the sea, while they are landsmen
   b. is poor, while they are well-off
   c. is by himself, while they are in a large group
   d. takes action, while they are powerless

10. Are the passengers flat characters or round characters?
   a. They are flat, because they stay the same.
   b. They are flat, because they are given only one or two attributes each.
   c. They are round, because they change during the story.
   d. They are round, because they combine different personality traits.

Part II. Literary Terms. *Define the following literary terms.*

1. *setting:* _____
   _____

2. *atmosphere:* _____
   _____

3. *personification:* _____
   _____

Deduct Points ____

4. *onomatopoeia:* _____

_____

5. *internal conflict:* _____

_____

6. *external conflict:* _____

_____

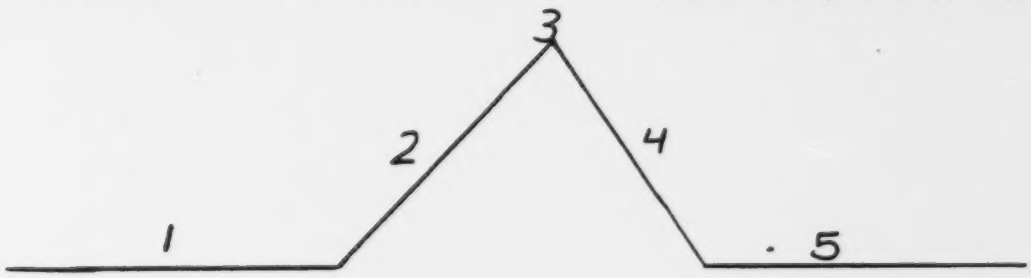
7. *round character:* _____

_____

8. *flat character:* _____

_____

Part III. Rising Action Map. *Provide one example from the story that can be used in each location. Do not label the parts of the map.*



1. _____
2. _____
3. _____
4. _____
5. _____

Part IV. Short Answer. *Answer each of the following questions in complete sentences. Make sure all parts of the question are answered.*

1. What effect does the author create by using descriptions rather than names to identify the characters? Why is it significant that the only item given an actual name is *The Flying Dutchman*?

BEST COPY AVAILABLE

2. What point about human nature is made by the way the passengers compete over discovering the tiny boat?

Part V. Vocabulary. *Match the vocabulary word in Column A with its definition in Column B.*

_____ 1.	subservient	A. noticeably
_____ 2.	quelled	B. not aware
_____ 3.	manipulated	C. increase in sound
_____ 4.	clairvoyant	D. bend easily
_____ 5.	beleaguered	E. reference to a law
_____ 6.	signally	F. wrong
_____ 7.	insensible	G. obedient
_____ 8.	aspect	H. walking in circles
_____ 9.	limberness	I. put a stop to
_____ 10.	erroneous	J. appearance
_____ 11.	intoning	K. annoyed
_____ 12.	citation	L. unsuccessfully
_____ 13.	abortively	M. operate with fingers
_____ 14.	crescendos	N. say in song like fashion
_____ 15.	circumambulation	O. one who sees things that can't be detected by senses

BEST COPY AVAILABLE

Part VI. Essay. *Write a three paragraph essay (introduction, body and conclusion) answering the following question. Be sure to provide at least three examples or reasons in the body.*

What do you think this story maybe saying about the meaning and values of individuality?

Deduct Points ____

BEST COPY AVAILABLE

The Woman Who Had No Prejudices
Vocabulary

***Directions**: Define the following vocabulary words. Be sure to use the correct part of speech for each word.*

agile - ADJ
fawn(ed) - V
inscribe - V
intricate - ADJ
monogram - N
nimble - ADJ
peak(ed) - ADJ
thickset - ADJ

Literary Terms

***Directions**: Define the following literary terms using the dictionary.*

Omniscient Point of View
Direct Characterization
Indirect Characterization
Simile
Internal Conflict
External Conflict
Tone

Vocabulary Quiz:

The Woman Who Had No Prejudices
Vocabulary

***Directions**: Using the context given, define each of the following words.*

1. The movie's plot was so **intricate** that I had a great deal of trouble following it.
   Intricate means: _____

2. Because Ron is allergic to too much sun, he sometimes looks **peaked** after spending a lot of time outside.
   Peaked means: _____

3. Many wrestlers have substantial, **thickset** bodies.
   Thickset means: _____

4. I know that his initials are MB because I saw him wearing a shirt with a **monogram**.
   Monogram means: _____

5. A stonecutter will **inscribe** all of this information on the base of the memorial.
   Inscribe means: _____

6. Sprinters must be very **nimble** athletes and must train constantly to remain quick on their feet.
   Nimble means: _____

7. Only a very **agile** shortstop can make that kind of play all the time.
   Agile means: _____

8. Katherine loves dogs, and she **fawned** over my golden retriever when I brought him over to visits.
   Fawned means: _____

Literary Terms

***Directions**: Define the following literary terms using the dictionary.*

Omniscient Point of View
Direct Characterization
Indirect Characterization
Simile
Internal Conflict
External Conflict
Tone

BEST COPY AVAILABLE

Name _____ Class _____
Date _____ Period _____

The Woman Who Had No Prejudices
Vocabulary Quiz

***Directions**: Write the definition on the line.*

1. Intricate: _____

2. Peaked: _____

3. Thickset: _____

4. Monogram: _____

***Directions**: Define the boldfaced word using context clues.*

1. A stonecutter will **inscribe** all of this information on the base of the memorial.
   Inscribe means: _____

2. Sprinters must be very **nimble** athletes and must train constantly to remain quick on their feet.
   Nimble means: _____

3. Only very **agile** shortstops can make that kind of play all the time.
   Agile means: _____

4. Katherine loves dogs, and she **fawned** over my golden retriever when I bought him over to visit.
   Fawned means: _____

BEST COPY AVAILABLE

Name _____ English _____

Date _____ Period _____

The Woman Who Had No Prejudices
Unit Test

Part I. Directions: *Circle the letter that best completes each question.*

1. Which of the following statements about Max is true?
   a. He is ashamed of his appearance.
   b. He is tall, handsome, and stupid.
   c. He once was poor.
   d. He must win Elena's love gradually.

2. What is the significance of the story's title?
   a. It prepares us for Elena's reaction to Max's history.
   b. It misleads us about Elena's character.
   c. It refers to Elena's mother.
   d. It is completely whimsical and has no relevance.

3. The story's most important conflict is the one
   a. within Max
   b. between Max and Elena
   c. between Max and poverty
   d. between Max and his friend

4. Max's secret is that he
   a. pays his friend blackmail
   b. was a clown
   c. has no money
   d. already has a wife

5. Which of the following helps explain Elena's reaction to Max's secret?
   a. She is a silly woman.
   b. She is a shallow snob.
   c. She is highly intelligent.
   d. She has a sense of humor.

6. The story's narrative hook is
   a. the information that Max is in love
   b. the information that Max has a secret
   c. Max and Elena's wedding
   d. Max's revelation of his secret

7. The tone of the story may be characterized as
   a. humorous and affectionate
   b. sentimental and tender
   c. sarcastic and cynical
   d. detached and unemotional

8. We know that the narrator is omniscient by the fact that he
   a. reveals Max's thoughts
   b. knows Max's secret
   c. reveals the thoughts of Max, Elena, and her father
   d. relates the story in the third person

Part II. Short Answer. Answer the following question in complete sentences.

How is Max his own worst enemy. Be sure to include at least two examples from the story to support your answer.

_____

_____

_____

_____

_____

_____

Part III. Literary Devices. *Answer each of the following questions in complete sentences.*

1. Identify the two conflict in the story. Explain whether it is an internal conflict or an external conflict.

_____

_____

_____

_____

_____

_____

2. Identify the literary device used in the following sentence. Then explain why it is a literary device. (Be sure to discuss all parts of the definition in your answer.)

Light as a feather.

BEST COPY AVAILABLE

3. Discuss the tone of the story. Use at least two examples from the story to support your answer.

Part IV. Vocabulary. *Match the word in the left column with its definition in the right column.*

_____ 1. inscribe	A. move with ease and speed
_____ 2. nimble	B. design made up of two letters
_____ 3. agile	C. to write or carve on a surface
_____ 4. monogram	D. shower with attention
_____ 5. intricate	E. sickly
_____ 6. fawn	F. move quickly and lightly
_____ 7. thickset	G. stocky
_____ 8. peak	H. full of detail

Part V. Essay. *Answer the following question in as much detail as possible. Be sure to answer all parts of the question to ensure full credit. All responses should be in complete sentences.*

In one of Chekhov's plays, a character says, "You must trusts and believe in people . . . or life becomes impossible."

In a three paragraph essay (introduction, body and conclusion), explain how this statements applies to what happens in "The Woman

Who Had No Prejudices." Be sure to use at least three examples to support your answer.

Luck
Vocabulary List

Directions: *Define the following vocabulary words. Be sure to include the part of speech.*

compassion
consternation
demigod
guileless
illustrious
ovation
prodigious
reel
repose
stupefying
sublimity
veracity
veritably
zenith

Literary Terms

irony
first person point of view
framework story
simile
metaphor
humor
static character
dynamic character

Luck
Vocabulary List

Directions: Define the words using context clues.

1. Although Carla thought she had survived the accident without injury, she began to **reel** when she stepped out of the car and had to be held up.
   reel means: _____

2. We spent a wonderful week in Miami in a state of complete **repose.**
   repose means: _____

3. The public gave the actor great respect and began to treat him as if he were a **demigod.**
   demigod means: _____

4. The jury doubted the witness's **veracity** because they knew he had told several lies in his earlier testimony.
   veracity means: _____

5. We were shocked to hear that Edgar had been appointed chairman of the commission because we never thought he could reach such a **sublimity.**
   sublimity means: _____

6. We were **veritably** tired after we had climbed the mountain with heavy packs on our backs.
   veritably means: _____

7. It was truly **stupefying** play, and no member of the opposing team had the slightest idea of what was going on.
   stupefying means: _____

8. The audience so appreciated the performance that they gave the actress a standing **ovation.**
   ovation means: _____

9. She was **guileless** and open and couldn't possibly mislead anyone.
   guileless means: _____

10. The explosion had plunged the crowd into a state of **consternation,** and no one had any idea how to react.
    consternation means: _____

11. At the **zenith** of its orbits, the satellite was 131 miles above the earth.
    zenith means: _____

12. He had done such a **prodigious** amount of work in eight hours that we were completely caught up.
prodigious means: _____

13. He was drawn to nursing by his **compassion** for people who were suffering.
compassion means: _____

14. She had become an **illustrious** scientist who was known and respected throughout the world.
illustrious means: _____

Literary Terms

irony
first person point of view
framework story
simile
metaphor
humor
static character
dynamic character

BEST COPY AVAILABLE

Name _____ Class _____
Date _____ Period _____

Luck
Vocabulary Quiz

***Directions**: Fill in the blanks with the appropriate word.*

guileless	repose	zenith	reel
veritably	compassion	demigod	submility

1. Although Carla thought she had survived the accident without injury, she began to _____ when she stepped out of the car and had to be held up.

2. We were _____ tired after we had climbed the mountain with heavy packs on our backs.

3. It was truly _____ play, and no member of the opposing team had the slightest idea of what was going on.

4. She was _____ and open and couldn't possibly mislead anyone.

***Directions**: Define the following words.*

5. ILLUSTRIOUS: _____

6. STUPEFYING: _____

7. ZENITH: _____

8. CONSTERNATION: _____

***Directions**: Match the word in the left column with its definition in the right column.*

_____ 9. demigod

_____ 10. ovation

_____ 11. veracity

_____ 12. prodigious

A. honesty

B. bewildering

C. person who seems like a god

D. really; truly

E. huge

F. enthusiastic applause

Directions: *Use the following words in a sentence. Be sure to use the correct part of speech.*

13. COMPASSION

_____

_____

14. REPOSE:

_____

_____

Name _____ Class _____
Date _____ Period _____

Luck
Unit Test

Part I. Reading Comprehension. *Circle the letter of the best answer to the following questions.*

1. Scoresby is
   a. a military genius
   b. a much decorated general
   c. a clergyman
   d. the story's narrator

2. The narrator tells us that the clergyman is
   a. truthful and has good judgment
   b. lucky and an absolute fool
   c. unassuming and widely admired
   d. envious and not to be trusted

3. The inner story of "Luck" is related by
   a. the narrator
   b. Scoresby
   c. a Clergyman
   d. Scoresby's commander

4. Which of the following comes closest to stating the theme of the story?
   a. Success comes from a combination of luck, ability, and hard work.
   b. Only a fool can succeed in the army.
   c. There is no such thing as good or bad luck.
   d. Chance and folly, more than anything else, run human affairs.

5. The Clergyman
   a. openly despises and envies Scoresby
   b. admires Scoresby grudgingly
   c. thinks Scoresby is a fool
   d. regards Scoresby as a genuine hero

6. The tone of the Clergyman's story might be described as
   a. amazed and exasperated
   b. reflective and subdued
   c. lightly amused
   d. bitterly angry

7. Scoresby succeeded in the Crimean Wars because
   a. the Clergyman coached him every step of the way
   b. he mistook the Russian army for his own troops
   c. his horse was turned in the wrong direction
   d. he confused his right from his left

8. Given what the Clergyman says about Scoresby's history, the most fitting cap to Scoresby's career would be
   a. the awarding of another medal
   b. finally confessing his incompetence in his memoirs
   c. winning the queen's favor by addressing her as "sir"
   d. writing a brilliant treatise on military strategy

Part II. Thinking About the Selection. *Circle the letter that best answers the following questions.*

1. The narrator of the story does not reveal Arthur Scoresby's real name because
   a. he does not know Scoresby's real name
   b. he is about to reveal the story of Scoresby's foolishness
   c. Arthur Scoresby is really the narrator
   d. Arthur Scoresby is his real name

2. When he first hears the truth about Scoresby, the narrator is
   a. at a banquet in London honoring Scoresby
   b. on a Crimean battlefield
   c. at the military academy at Woolwich
   d. in a Russian prison

3. The Clergyman first meets Scoresby
   a. on a Crimean battlefield
   b. at school
   c. at the academy at Woolwich, where the Clergyman was an instructor
   d. in church, where the Clergyman was preaching

4. The Clergyman first helps Scoresby by
   a. drilling Scoresby on examination questions about Caesar
   b. teaching Scoresby Latin
   c. talking Scoresby out of becoming a clergyman
   d. following Scoresby into the army

5. The Clergyman keeps track of Scoresby and later tries to help him by
   a. writing to Scoresby
   b. asking a friend to look after Scoresby
   c. buying a position in the army and following Scoresby
   d. arranging a discharge from the army for Scoresby

Part III. True or False. *Write a T on the line for a true statement. Write a F on the line for a false statement. Answers that can not be read will be marked wrong.*

_____ 1. The clergyman is an old acquaintance of the narrator's.

_____ 2. The clergyman had been an instructor in a military academy in Woolwich

_____ 3. The clergyman whispers that Scoresby is an absolute fool.

_____ 4. Scoresby took first prize in a math contest.

_____ 5. Scoresby was captain of a marching regiment during the Crimean Wars.

_____ 6. The clergyman was in Scoresby's regiment during the Crimean Wars.

_____ 7. In the army Scoresby received one promotion after another.

_____ 8. Scoresby and his men were defeated by the Russian army.

_____ 9. The outcome of the battle was affected by Scoresby's blunder.

_____ 10. The clergyman believes that the best thing that can happen to a man is for him to be born lucky.

Part IV. Recognizing Characters. *The following statements describe things the characters in the story actually do or might do. Decide whether each statement is an example of a static or a dynamic character. Write "static" or "dynamic" on the line.*

1. After failing one test, Scoresby studies hard and learns all of his subjects well. _____

2. Scoresby takes command of his regiment because all of his superiors have been killed. _____

3. The Clergyman refuses to follow Scoresby into battle in the Crimean War. _____

4. Scoresby admits that he has been a fool. _____

5. The Clergyman continues to follow Scoresby, helping him avoid discovery as a blunder. _____ _____

Part V. Recognizing Humor. *Two ways in which characters can create humor are by bringing about unexpected results and by causing or making a humorous mistake. Decide whether each of the following situations is an example of an unexpected result or a humorous mistake. Write "unexpected result" or "humorous mistake" on the line.*

1. Scoresby is tested only on a narrow set of questions about Caesar. _____
2. Scoresby takes first place in the math examination. _____
3. Scoresby confuses his right hand from his left hand. _____
4. Scoresby surprises the Russians and they retreat. _____
5. The public thinks Scoresby is a military genius. _____

Part VI. Vocabulary. *Match the word in the left column with the definition in the right column.*

_____ 1. demigod	A. famous
_____ 2. ovation	B. astonishing
_____ 3. veracity	C. high rank
_____ 4. veritably	D. shock
_____ 5. illustrious	E. person who seems like a God
_____ 6. consternation	F. very great
_____ 7. compassion	G. honesty
_____ 8. prodigious	H. to feel dizzy
_____ 9. zenith	I. rest
_____ 10. repose	J. without slyness
_____ 11. guileless	K. truly
_____ 12. sublimity	L. enthusiastic applause
_____ 13. reel	M. the highest point
_____ 14. stupefying	N. sorrow for

Part VII. Open Ended Questions. *Answer the following questions in as much detail as possible. Be sure to answer all parts of the question. All answers must be in complete sentences.*

1. What theme does Twain present in Luck? Explain.

2. Do you think that Scoresby is indeed "an absolute fool"? Why or why not? Who else in the story might be considered a fool? Explain.

The Open Window

Vocabulary Words

Directions: *Define the following vocabulary words.*

delusion
discount(ing)
endeavor(ed)
imminent
infirmities
migrate
romance

Literary Terms

Directions: *Define the following literary terms using the dictionary.*

character
dialogue
foreshadowing
inference
tone
verbal irony

The Open Window
Vocabulary Words

***Directions**: Define the following words using the context of the sentence.*

1. - 2. Framton . . . labored under the tolerably widespread **delusion** that total strangers and chance acquaintances are hungry for the least detail one one's ailments and **infirmities**, their cause and cure.

delusion means: _____

infirmities means: _____

3. A cyclist coming along the road had to run into the hedge to avoid **imminent** collision.

imminent means: _____

4. - 5. Framton **endeavored** to say the correct something which should duly flatter the niece of the moment without unduly **discounting** the aunt that was to come.

endeavor means: _____

discounting means: _____

6. **Romance** at short notice was her specialty.

romance means: _____

7. "I know how it will be," his sister had said when he was preparing to **migrate** to this rural retreat.

migrate means: _____

Literary Terms

***Directions**: Define the following literary terms using the dictionary.*

character
dialogue
foreshadowing
inference
tone
verbal irony

Name _____ English _____
Date _____ Period _____

The Open Window

Vocabulary Quiz

***Directions**: Match the word in the left column with its definition in the right column.*

_____ 1. delusion	A. weakness
_____ 2. infirmities	B. to tell stories
_____ 3. endeavor	C. to try
_____ 4. migrate	D. belief in something untrue
_____ 5. discounting	E. move from one area to another
_____ 6. romance	F. threatening
_____ 7. imminent	G. to disregard

Name _____ Class _____
Date _____ Period _____

The Open Window
Test

Part I. *Thinking About the Selection. Select the letter of the best answer that completes each numbered item.*

1. Framton Nuttel is forced to visit the Sappletons by
    a. his mother
    b. his sister
    c. Mrs. Sappleton
    d. Vera

2. Framton's feelings about visiting the Sappletons are
    a. happy
    b. sad
    c. excited
    d. uncomfortable

3. According to Vera, Mr. Sappleton and Mrs. Sappleton's brothers
    a. were lost in a bog on a hunting trip
    b. were killed in a fire
    c. never came home from work one day
    d. were all killed by another hunter

4. Through the open window, Framton and Vera see
    a. Mrs. Sappleton
    b. Framton's sister
    c. Bertie
    d. the three men and the spaniel

5. Vera's specialty is
    a. romance at short notice
    b. cooking
    c. giving parties
    d. compassion for others

6. From the narrator's parting comment we learn that
    a. Vera will be a great writer
    b. Vera's aunt knows she is lying
    c. Vera makes up stories easily
    d. Vera is a matchmaker

7. The most important difference between Framton and Vera is that he is
   a vulnerable, while she is aggressive
   b. a young man, while she is a young girl
   c. a stranger in the area, while she lives there
   d. pompous, while she is clever

8. What actually happened to Mrs. Sappleton's husband and brothers?
   a. They fell into a bog but were rescued.
   b. They died in a hunting accident.
   c. They had been held at bay by a pack of dogs.
   d. Nothing happened to them.

9. Nuttel bolts from the room because he
   a. feels ill
   b. is terrified
   c. realizes the truth
   d. is reminded of an old nightmare

10. Vera tells her relatives that Nuttel spent a night in a grave because she
   a. loves to invent preposterous stories
   b. is sincerely trying to explain his abrupt departure
   c. is sincerely trying to arouse their sympathy for him
   d. has deduced that his happened to him from something he told her

11. In light of the story's outcome, which of the following statements is an example of verbal irony?
   a. "She broke off with a little shudder."
   b. "To Framton it was all purely horrible."
   c. "Somehow in that restful country spot tragedies seemed out of place."
   d. "One would think he had seen a ghost."

12. The tone of "The Open Window" may be characterized as
   a. serious and understated
   b. wry, changing to mystery
   c. mysterious throughout
   d. humorous througout

II. True / False: *Write T on the line for a true statement. Write F on the line for a false statement.*

_____ 1. Framton Nuttel calls on Mrs. Sappleton while his is undergoing a nervous cure.

_____ 2. Framton seems to know a great deal about Mrs. Sappleton.

_____ 3. Vera tells Framton that her aunt suffered a great personal tragedy three years ago.

_____ 4. Mrs. Sappleton explains the reason for the open window.

_____ 5. Framton does not discuss his health.

_____ 6. Mrs. Sappleton is not very interested in Framton's conversation.

_____ 7. The hunters return after an absence of three years.

_____ 8. Framton bolts out the door when he sees the hunters.

_____ 9. A cyclist almost collides with Framton.

_____ 10. The niece tells her aunt that Framton likes dogs.

Part III. Recognizing Tone In Dialogue. *Decide what you think the tone is of each statement from the story. Write your answer on the line.*

1. " 'My aunt will be down presently, Mr. Nuttel,' said a very self-possessed young lady of fifteen." _____

2. "'Her tragedy?' asked Framton; somehow in this restful country spot tragedies seemed out of place." _____

3. "'Their bodies were never recovered. That was the dreadful part of it.' Here the child's voice lost its self-possessed note and became falteringly human." _____

4. " 'I hope you don't mind the open window,' said Mrs. Sappleton briskly." _____

5. "'Here they are at last!' she cried. 'Just in time for tea, and don't they look as if they were muddy up to the eyes!'" _____

Part IV. Making Inferences About Characters. *From the list, choose the character who best fits the statements about what the character might do. Write the name of the character on the line.*

Framton	Framton's sister	Mrs. Sappleton
Vera	Mr. Sappleton	the brothers

1. If asked why she were late to school, this person would make up a vivid and elaborate story. _____

2. This person would rather stay at home alone than go to a party filled with unknown people. _____

3. This person would enjoy a long, vigorous walk in the country. _____

4. This person would make a good match maker. _____

5. This person could accomplish many tasks in one day. _____

Part V. Vocabulary. *Match the word in the left column with its definition in the right column.*

_____ 1. delusion	a. weakness
_____ 2. infirmities	b. to tell stories
_____ 3. endeavor	c. to try
_____ 4. migrate	d. belief in something untrue
_____ 5. discounting	e. move from one area to another
_____ 6. romance	f. threatening
_____ 7. imminent	g. to disregard

Part VI. Open Ended. *Answer each of the following questions in complete sentences. Be sure to answer all parts of the question for full credit.*

1. Saki concludes the story with the statement. "Romance at short notice was her specialty." Explain the meaning of romance in this statement. Explain how the term romance applies to the story.

_____

_____

_____

_____

_____

_____

_____

_____

2. Explain how this story can be thought of as having a double ending. Be sure to discuss the endings to each story.

_____

_____

_____

_____

_____

_____

_____ _____

The Laughter
Vocabulary

avowal
constrained
designation
discreet
elocution
frayed
impassive
infectious
meager
mime
mortar
taciturn

Literary Terms

exaggeration
first person point of view
irony
simile
symbol

Vocabulary Quiz:

Name _____

The Laugher Heinrich Böll

PREREADING VOCABULARY

Use the context clues in the following passages to determine the meaning of each underlined word. Then write the letter of the best definition on the line.

Although I am constrained to admit that I failed, that avowal does not mean that I will not succeed at a later time.

1. ____ CONSTRAINED: a. pleased b. proud c. forced d. unable
2. ____ AVOWAL: a. admission b. episode c. letter that is not a consonant d. inspection

I wished that he could display more emotion, but his impassive expression never changed, nor did the dam of his taciturn nature ever collapse to set loose a raging flood of conversation.

3. ____ IMPASSIVE: a. showing anger b. showing no feelings c. pleasantly sunny d. humorous
4. ____ TACITURN: a. talkative b. strong c. unpleasant d. silent

One young man took elocution lessons and became a well-known lecturer, while his brother studied mime and worked as a clown in a large circus.

5. ____ ELOCUTION: a. electrical wiring b. additional c. public speaking d. etiquette
6. ____ MIME: a. art of acting without words b. art of face painting c. theater art d. story-telling art

I think that the designation "actor" is too fine a label for a person with such meager theatrical ability.

7. ____ DESIGNATION: a. design b. promise c. name d. costume
8. ____ MEAGER: a. low-quality b. very outstanding c. not enthusiastic d. never-before-matched

She was a discreet person who never betrayed a confidence and whose infectious good nature cheered up many a downcast friend.

9. ____ DISCREET: a. secretive b. showing much humor c. showing good judgment d. mousy
10. ____ INFECTIOUS: a. uncompromising b. contained within itself c. impossible d. easily spreading to others

The homeowner replaced the mortar between the bricks of the chimney and then repaired the frayed electrical wires of the porch light.

11. ____ MORTAR: a. cementlike mixture b. hairline cracks c. broken bits d. metal protectors
12. ____ FRAYED: a. frightfully ugly b. long flight of c. poured concrete d. weakened

BEST COPY AVAILABLE

Name _____ Class _____
Date _____ Period _____

The Laughter
Vocabulary Quiz

Directions: *Match each word in the left column with its definition in the right column. Write the letter of the definition on the line next to the word it defines.*

_____ 1. avowal	A. tending to spread; catching
_____ 2. constrained	B. showing no emotion
_____ 3. infectious	C. declaration
_____ 4. taciturn	D. not talkative
_____ 5. impassive	E. compelled

Directions: *Use the context of the following passages to determine the meaning of each boldfaced word. Then write the letter of the best definition on the line.*

One young man took **elocution** lessons and became a well-known lecturer, while his brother studied **mime** and worked as a clown in a large circus.

1. ELOCUTION:
   a. electrical wiring
   b. additional
   c. public speaking
   d. etiquette

2. MIME:
   a. art of acting without words
   b. art of face painting
   c. theater art
   d. storytelling art

I think that the **designation** "actor" is too fine a label for a person with such **meager** theatrical ability.

3. DESIGNATION:
   a. design
   b. promise
   c. name
   d. costume

4. MEAGER:
   a. low-quality
   b. very outstanding
   c. not enthusiastic
   d. never before matched

BEST COPY AVAILABLE

She was a **discreet** person who never betrayed a confidence and whose **infectious** good nature cheered up many a downcast friend.

5. DISCREET:

a. secretive
b. showing much humor
c. showing good judgment
d. mousy

6. INFECTIOUS:

a. uncompromising
b. contained within itself
c. impossible
d. easily spreading to others

The homeowner replaced the **mortar** between the bricks of the chimney and them repaired the **frayed** electrical wires of the porch light.

7. MORTAR:

a. cementlike mixture
b. hairline cracks
c. broken bits
d. metal protectors

8. FRAYED:

a. frightfully ugly
b. long flight of
c. poured concrete
d. weakened

***Directions:** Read each sentence. Complete the sentence with the best word from the list. Use each word only once.*

avowal constrained taciturn infectious impassive

1. I go through life with an _____ expression, from time to time permitting myself a gentle smile.

2. These professions speak for themselves and need no lengthy explanation, while I am _____ to reply to such questions.

3. I envy barbers, bookkeepers and writers the simplicity of their _____, for all these professions speak for themselves.

4. So our marriage is a quiet, peaceful one. People who do not know me think I am _____.

Name _____ Class _____
Date _____ Period _____

The Laugher
Unit Test

Part I. *Thinking About The Selection. Circle the letter of the best answer.*

1. The laugher makes his living
   a. as a bricklayer
   b. being paid to laugh
   c. as a clown
   d. as an actor

2. At the end of a day's work the laugher feels
   a. exhausted
   b. joyful
   c. tearful
   d. energetic

3. When the laugher is off duty or on vacation he
   a. never stops laughing
   b. constantly tells jokes
   c. never takes vacations
   d. is solemn and pessimistic

4. The laugher's wife
   a. writes jokes for the laugher to tell
   b. laughs a lot
   c. has forgotten how to laugh
   d. is in the same profession as the laugher

5. The laugher wonders
   a. when his next contract will come
   b. whether he has ever genuinely laughed
   c. whether he will lose his voice
   d. how he got into this business

6. The laugher's "specialty" is
   a. infectious laughter
   b. a Roman emperor's laughter
   c. sensitive laughter
   d. nightclub laughter

Deduct ____

BEST COPY AVAILABLE

7. What is the laughter's attitude toward his work?
   a. He loves his work and is delighted to be in demand.
   b. He does his work well but finds it wearying.
   c. He hates work because he does not do it well.
   d. He is so ashamed of his work that he claims to be an actor.

8. Most ironic about the laugher's situation is the fact that he
   a. finds so much employment in a sad world
   b. had never heard his own true laughter
   c. is funnier than the people he is paid to laugh at
   d. can laugh like many different kinds of people

9. The story's point of view is
   a. omniscient
   b. limited third person
   c. first person
   d. second person

Part II. Interpreting First Person Point of View. *Rewrite each sentence using first person narration. Spelling does count.*

1. When someone asks him what business he is in, he is seized with embarrassment: he blushes and stammer.

_____

_____

_____

2. He does not make people gay, he portrays gaiety.

_____

_____

_____

3. He is a good laugher, experienced, no one else laughs as well as he does, no one else has such command of the fine points of his art.

_____

_____

_____

4. During the first years of their married life, his wife would often say to him, "Do laugh!"

_____

_____

_____

Deduct ____

BEST COPY AVAILABLE

5. Perhaps he is taciturn because he has to open his mouth so often to laugh.

_____

_____

_____

Part III. Determining the Author's Purpose. One purpose for using first person narration to tell this story is to give an inside view of the laugher's world. Decide whether each sentence illustrates the laugher's view of the world or other people's views. Write "L" or "OP" on the line at the right.

1. "People who do not know me think I am taciturn." _____

2. "I love the truth, and the truth is: I am a laugher." _____

3. "I envy barbers, bookkeepers and writers the simplicity of their avowal." _____

4. "My brothers and sisters have always known me for a serious boy." _____

5. "So I laugh in many different ways, but my own laughter I have never heard." _____

Part IV. True / False. *Write "T" for a true statement. Write "F" for a false statement.*

_____ 1. The narrator envies people whose professions need no lengthy explanation.

_____ 2. The narrator takes pride in calling himself an actor.

_____ 3. He can produce only one kind of laughter.

_____ 4. The narrator often laughs for his wife.

_____ 5. He is as jolly off duty as when he is performing.

_____ 6. The narrator often laughs for his wife.

_____ 7. He is happiest when he is free to relax his tense face muscles in profound solemnity.

_____ 8. The narrator loves the sound of other people's laughter.

_____ 9. His brothers and sisters have always known him to be a jovial person.

_____ 10. The narrator claims he has never heard his own laughter.

Deduct ____

BEST COPY AVAILABLE

Part V. Vocabulary. *Match the words in the left column with its definition from the right column.*

_____ 1. avowal	A. public speaking
_____ 2. constrained	B. low-quality
_____ 3. infectious	C. showing no emotion
_____ 4. taciturn	D. compelled
_____ 5. impassive	E. name
_____ 6. elocution	F. cement-like mixture
_____ 7. mime	G. tending to spread; catching
_____ 8. designation	H. easily spreading to others
_____ 9. meager	I. not talkative
_____ 10. discreet	J. weakened
_____ 11. infectious	K. art of acting without words
_____ 12. mortar	L. declaration
_____ 13. frayed	M. secretive

Part VI. Open Ended. *Answer each question in complete sentences. Be sure to answer all parts of the question to receive full credit.*

1. State the name of the following literary device found in the following quote. Define the literary term. Explain the meaning of the quote in relationship to the story.

"I laugh like a Roman emperor, or like a sensitive schoolboy."

BEST COPY AVAILABLE

2. State the name of the following literary device found in the following quote. Define the literary term. Explain the meaning of the quote in relationship to the story.

> *"In my breast I harbor the laughter of America, the laughter of Africa, white, red, yellow laughter . . ."*

Name _____ English _____
Date _____ Period _____

Vocabulary Posttest

Part I. *Read the sentence carefully. Then write a definition for the underlined word.*

1. The athlete bent and stretched until his muscles relaxed and a feeling of **limberness** returned.
   limberness means: _____

2. A well-trained dog is **subservient** to its owner and always obeys commands.
   subservient means: _____

3. The worried father stopped pacing for a moment, looked out the window, and then continued his **circumambulation**.
   circumambulation means: _____

4. "Extra! Extra! Extra!" the newspaper vendor was **intoning**.
   intoning means: _____

5. After spending many hours in the library, the lawyer finally located a **citation** she felt would help her case.
   citation means: _____

6. **Crescendos** can add drama and variety to a simple melody.
   crescendos means: _____

7. The cat, **beleaguered** by the child, became frightened, ran off, and hid.
   beleaguered means: _____

8. Because his fingers were stiff, he could not **manipulate** the dials easily.
   manipulate means: _____

9. The battle had taken on the **aspect** of a confused retreat.
   aspect means: _____

10. The **clairvoyant** consulted the tea leaves before making a prediction.
    clairvoyant means: _____

11. Because he had been given **erroneous** information, his calculations were wrong.
    erroneous means: _____

12. Absorbed with the problem, she was **insensible** of the time.
    insensible means: _____

Deduct _____ Points

BEST COPY AVAILABLE

13. By seven o'clock it was **signally** apparent to all that the guest of honor was not coming.
signally means: _____

14. The mere presence of the police **quelled** the riot before serious damage was done.
quelled means: _____

15. Webster tried **abortively** to solve the problem three times before giving up in disgust.
abortively means: _____

Part II. *Fill in the blanks with the following words.*

agile	**fawned**	**inscribe**	**intricate**
monogram	**nimble**	**peaked**	**thickset**

1. The movie's plot was so _____ that I had a great deal of trouble following it.

2. Because Ron is allergic to too much sun, he sometimes looks _____ after spending a lot of time outside.

3. Many wrestlers have substantial, _____ bodies.

4. I know that his initials are MB because I saw him wearing a shirt with a _____.

5. A stonecutter will _____ all of this information on the base of the memorial.

6. Sprinters must be very _____ athletes and must train constantly to remain quick on their feet.

7. Only a very _____ shortstop can make that kind of play all the time.

8. Katherine loves dogs, and she _____ over my golden retriever when I brought him over to visit.

Part III. *Write T for a true definition and write F for a false definition.*

_____ 1. **Endeavor** means to try.

_____ 2. **Discounting** means breaking up.

_____ 3. **Migrate** means to move from one country or area to another.

_____ 4. **Delusion** is a belief in something untrue or unreal.

_____ 5. **Infirmities** means strength.

BEST COPY AVAILABLE

_____ 6. **Imminent** means threatening.

Part IV. Match the word on the left with its definition on the right.

_____ 1. **Illustrious**	A. Person who seems like a God
_____ 2. **Compassion**	B. Astonishing
_____ 3. **Zenith**	C. Enthusiastic applause
_____ 4. **Repose**	D. Without slyness
_____ 5. **Veracity**	E. Very great
_____ 6. **Reel**	F. Famous
_____ 7. **Veritably**	G. Sorrow for
_____ 8. **Stupefying**	H. Truly
_____ 9. **Demigod**	I. High point
_____ 10. **Prodigious**	J. Shock that leads to confusion
_____ 11. **Consternation**	K. Honesty
_____ 12. **Guileless**	L. Rest
_____ 13. **Ovation**	M. Stagger
_____ 14. **Sublimity**	N. Majesty

Part V. Define the following words.

1. **Hovered:** _____

2. **Pinafores:** _____

3. **Clambered:** _____

Part VI. Circle the best definition for the following words.

1. **Constrained means:**
   a. pleased b. proud
   c. forced d. unable

2. **Avowal means:**
   a. admission b. episode
   c. letter that is not a consonant d. inspection

Deduct _____ Points

3. **Impassive** means:
   a. showing anger
   b. showing no fear
   c. pleasantly sunny
   d. humorous

4. **Taciturn** means:
   a. talkative
   b. strong
   c. unpleasant
   d. silent

5. **Elocution** means:
   a. electrical wiring
   b. additional
   c. public speaking
   d. etiquette

6. **Mime** means:
   a. art of acting without words
   b. art of face painting
   b. theater art
   d. story-telling art

7. **Designation** means:
   a. design
   b. promise
   c. name
   d. costume

8. **Meager** means:
   a. low-quality
   b. very outstanding
   c. not enthusiastic
   d. never-before-matched

9. **Discreet** means:
   a. secretive
   b. showing much humor
   c. showing good judgment
   d. mousy

10. **Infectious** means:
   a. uncompromising
   b. contained within itself
   c. impossible
   d. easily spreading to others

11. **Mortar** means:
   a. cementlike mixture
   b. hairline cracks
   c. broken bits
   d. metal protectors

12. **Frayed** means:
   a. frightfully ugly
   b. long flight of
   c. poured concrete
   d. weakened

BEST COPY AVAILABLE

Deduct _____ Points

Appendix B

BEST COPY AVAILABLE

Class A

Isolated Word Lists

Student	Pretest	Posttest	Gain
1	59	89	30
2	48	78	30
3	64	76	12
4	59	94	34
5	71	91	20
6	55	92	37
7	64	98	34
8	55	89	34
9	53	71	18
10	55	93	38
11	55	96	31
12	64	98	34
13	66	89	23
14	62	92	30
15	48	96	48
16	71	96	25
17	66	93	27

Class B

Context Clues

Student	Pretest	Posttest	Gain
1	60	86	26
2	57	100	43
3	64	100	34
4	66	89	23
5	60	100	40
6	45	97	42
7	64	100	36
8	71	96	26
9	76	97	21
10	71	100	29
11	60	100	40
12	59	91	32
13	60	99	33
14	71	100	29
15	64	97	33
16	69	97	28
17	62	98	36
18	64	95	31
19	66	91	25
20	52	88	36

BEST COPY AVAILABLE

Class C

Isolated Word Lists and Context Clues

Student	Pretest	Posttest	Gain
1	14	38	24
2	60	85	25
3	28	69	41
4	18	64	46
5	59	78	19
6	30	67	37
7	60	76	16
8	52	58	6
9	24	47	23
10	18	47	29
11	20	65	45
12	60	73	13
13	53	90	37